Canada School of Public Service

2007-2008

Report on Plans and Priorities

The Honourable Vic Toews
President of the Treasury Board

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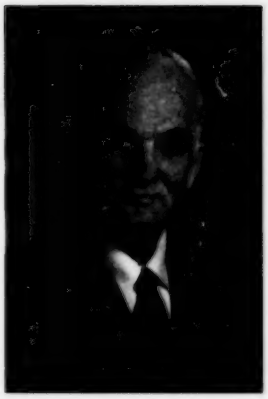
SECTION I – OVERVIEW

Minister's Message



I am pleased to present the Report on Plans and Priorities for the Canada School of Public Service. This report covers key plans, priorities and expected results for the period 2007-08 / 2009-10.

This government is committed to rebuilding the trust of Canadians in their government. Ensuring a federal government and federal Public Service that is effective and accountable is an ongoing priority. A strong and effective public service is an important factor in a country's long term success. The Canada School of Public Service is an important player in achieving this priority through the development of an integrated approach to learning, training and development in the Public Service.

The School plays a central role to instil a shared sense of values and accountabilities among all public servants. It is a key player in promoting a common understanding of modern public sector administration and management and supports the professional and leadership development of Public Service employees, including language training, and transfer of innovative practices in public sector management. By providing public servants with the appropriate tools, skills and knowledge, the School is an essential contributor to building excellence and ensuring renewal in the public service.

During the planning period, the Treasury Board portfolio will pursue a clear agenda that seeks to strengthen accountability in government and the Public Service. Learning will be a key focus in achieving the objectives of that agenda, and the School has a fundamental role to play in this regard. It will be called upon to ensure that public servants have the common knowledge, and leadership and management competencies required to effectively serve Canadians.

The Honourable Vic Toews
President of the Treasury Board

Management Representation Statement

I submit for tabling in Parliament, the 2007-2008 Report on Plans and Priorities (RPP) for the Canada School of Public Service.

This document has been prepared based on the reporting principles contained in *Guide for the Preparation of Part III of the 2007-2008 Estimates: Reports on Plans and Priorities and Departmental Performance Reports*:

- It adheres to the specific reporting requirements outlined in the TBS guidance;
- It is based on the department's strategic outcome(s) and Program Activity Architecture that were approved by the Treasury Board;
- It presents consistent, comprehensive, balanced and reliable information;
- It provides a basis of accountability for the results achieved with the resources and authorities entrusted to it; and
- It reports finances based on approved planned spending numbers from the Treasury Board Secretariat.

Ruth Dantzer
President and CEO,
Canada School of Public Service

Summary Information

Reason for Existence

Learning is essential to equipping the Public Service to meet the challenges of the 21st century. The acquisition of knowledge and skills, and the development of managerial and leadership competencies are the foundations of an effective and accountable government. The Canada School of Public Service provides one-stop access to the learning, training, leadership development and professional development public servants need to effectively serve Canadians.

By ensuring public servants have the foundational knowledge to perform in their job, have access to leadership development programs, and have awareness of innovative management practices and techniques to deliver results for Canadians, the School achieves its legislative mandate to:

- Encourage pride and excellence in the Public Service;
- Foster a common sense of purpose, values and traditions in the Public Service;
- Support the growth and development of public servants;
- Help ensure that public servants have the knowledge, skills and competencies they need to do their jobs effectively;
- Assist deputy heads in meeting the learning needs of their organization; and
- Pursue excellence in public management and administration.

Financial Resources (in thousands $)

2007-2008	2008-2009	2009-2010
$86,868	$84,580	$81,684

Human Resources

2007-2008	2008-2009	2009-2010
940	940	940

Departmental Priorities by Strategic Outcome

Strategic Outcome: Public Servants have the common knowledge and leadership and management competencies required to effectively serve Canada and Canadians					
		Planned Spending			
Priority	**Type**	**Program Activity**	**2007-2008**	**2008-2009**	**2009-2010**
Strengthen capacity of public servants to meet the Employer's knowledge standards: • Required Training	Ongoing	Public servants able to perform in their current job, take on the challenges of the next job in a dynamic, bilingual environment	$23,298	$22,508	$19,666
Public Sector management and professional foundations are built and sustained through targeted learning: • Provide learning products to Functional Communities	Ongoing	Public servants able to perform in their current job, take on the challenges of the next job in a dynamic, bilingual environment	$15,029	$12,945	$12,964
Facilitate Official Languages capacity: • Delivery of the new model for Language Training	Ongoing	Public servants able to perform in their current job, take on the challenges of the next job in a dynamic, bilingual environment	$21,795	$21,321	$21,353
Systemic development of high potential public servants: • Develop leadership development programs	Ongoing	Public Service has strong leaders delivering results for Canadians	$3,217	$3,180	$3,178
Enhance capacity of organizations: • Departmental client relations	Ongoing	Public Service innovates to achieve excellence in delivering results for Canadians	$6,924	$8,146	$8,036

Strategic Outcome: Public Servants have the common knowledge and leadership and management competencies required to effectively serve Canada and Canadians					
		Planned Spending			
Priority	Type	Program Activity	2007-2008	2008-2009	2009-2010
Knowledge on innovative management practices and emerging issues is transferred • Identify and transfer innovative management practices	Ongoing	Public Service innovates to achieve excellence in delivering results for Canadians	$8,234	$8,234	$8,243

School Plans and Priorities

Environment

The Government of Canada is committed to a 21st century Public Service that grows human capital, nurtures innovation and manages knowledge as a strategic asset in order to best serve all Canadians. Specifically, this government has established as a clear priority ensuring a federal government and federal Public Service that is effective and accountable. Furthermore, the Public Service has signalled a focus on its renewal and has identified key areas that can support it:

- Strategies and practices for ensuring continued capacity to deliver excellence in public policy, programs and services;
- Improved development programs for ensuring excellence, leadership and teamwork;
- Effective human resource management policies and practices; and
- Branding the Public Service as a trusted and innovative institution of national importance.

Public Service Learning Expectations

On January 1st 2006, the Treasury Board Policy on Learning, Training and Development came into effect. The Policy highlights the value of learning and the importance of creating a learning culture within the Public Service. More specifically, it establishes employee, organization and employer learning responsibilities and outlines the employer's specific training requirements. The School's identified program priorities are geared to help deliver on the Policy's expected results.

Through required training (orientation, authority delegation training and assessment, and functional community programs), and the promotion of a new model for language training, the School ensures that:

- New employees will share a common understanding of their role as public servants;
- Managers at all levels will have the necessary knowledge to effectively exercise their delegated authorities;
- Specialists in finance, human resources, internal audit, procurement, materiel management, real property, and information management will meet professional standards established by the employer; and
- Employees at all levels will acquire and maintain the knowledge, skills and competencies related to their level and functions.

In addition, the School will develop accelerated leadership development programs:

- To help meet current and future human resources needs; and
- To ensure Senior Public Service leaders will align learning with the management improvement objectives of government and departmental business priorities.

Through its focus on identifying and transferring innovative management practices, and the development of an effective Departmental Client Relations function to support departments in addressing organizational learning needs, the School can access and transfer innovation within the Public Service and so will:

- Seek applications of leading-edge practices in public management and support their application within departments and agencies to encourage innovation and continuous improvements in performance.

Planning Period Priorities 2007-08/2009-10

Since the creation of the School, steady progress has been made to position the organization for the future and to implement the essential infrastructure that supports the government's learning objectives for public servants.

The School's plan is to continue to move forward with this comprehensive approach to learning, training and development. Operationally, the School's program priorities for the three-year planning period beginning in 2007-08 are to deliver and develop individual and organizational learning products that meet the Employer's mandated learning needs for the Public Service.

Link to the Government of Canada Outcome

Under the whole-of-government framework, the Canada School of Public Service is a federal organization that contributes to all Government of Canada outcomes by providing learning services and support to all departments and agencies.

The School's priorities contribute to ensuring the accountability, professionalism and bilingualism of the federal Public Service. It accomplishes this by:

- Enabling Public Servants to perform in their current job, take on the challenges of the next job in a dynamic, bilingual environment;

- Providing the Public Service with strong leaders delivering results for Canadians; and
- Helping Public Service organizations to achieve excellence in delivering results for Canadians.

Program Priorities

Strategic Outcome: Public servants have the common knowledge and leadership and management competencies required to effectively serve Canada and Canadians	
Program Activity: Public servants able to perform in their current job, take on the challenge of their next job in a dynamic, bilingual environment	
Priority	**Description**
Delivery of Required Training:	
- Authority Delegation Training	• Maintain and enhance the system of authority delegation assessment and deliver Authority Delegation Training so that managers can meet the policy and legal requirements of relevant legislation, such as the *Federal Accountability Act*; achieve steady state in 2008-09
- Orientation program	• Improve employee awareness of organizational values and ethics and instill employee accountability. The program provides learning and common knowledge with respect to the priorities of government and the public service; achieve steady state in 2008-09
Provide learning products to functional communities	• Provide public servants in specialized functions with the fundamental knowledge and skills needed to perform their job competently. • Design, develop and deliver blended learning products that support functional community development.
Delivery of the new model for Language Training	• The new model is designed to create a more equitable balance of responsibility among the employer, departments and employees and to support a culture of bilingualism in the public service: - The School will focus on the development of learning tools and methods to support maintenance of language skills; - public servants have greater access to flexible learning approaches and methods; and - bilingualism is acquired through life-long learning and maintained as a legitimate and integral part of workplace culture.

Program Activity: Public Service has strong leaders delivering results for Canadians	
Priority	**Description**
Deliver Leadership Development Programs	• Design and deliver leadership programs for managers, executives and senior leaders to increase their capacity to lead federal organizations in meeting the challenges of the future; achieve steady state in 2008-09. • Develop and diffuse a leadership framework in the Public Service to help guide leadership development activities in the School and in other departments. • Research and implement improved leadership assessment and measurement tools to better target leadership development requirements.
Program Activity: Public Service organizations innovate to achieve excellence in delivering results for Canadians	
Priority	**Description**
Departmental client relations	• Provide senior leaders and their management teams with ongoing tailored advice and support to identify and implement organizational learning strategies that address department/agency needs.
Identify and transfer innovative management practices.	• Identify innovative management practices and emerging issues in public management, and use these to inform priorities for programming at the School. • Transfer knowledge about innovative practices and emerging issues to public service organizations and individual public servants through departmental learning strategies and the full range of the School's offerings.

Management Priorities

Program Activity: Corporate-level services - Effective decision-making is supported through integrated advice and information strategies and the provision of high-quality corporate services

Priority	Description
Registration & learner reporting	• Complete detailed planning, including Effective Project Approval, (based on approval of Preliminary Project Approval); • Acquire a system, implement in 2008-2009, and achieve steady state by the end of the fiscal year.
Learner evaluation	• Develop and implement new evaluation instruments, policies, standards, and procedures.
Quality assurance system	• Implement a quality assurance system, in line with the evaluation policy and service standards, to ensure high standards of instruction, timely response to the needs and expectations of learners and continuous improvement of business processes based on learner satisfaction.
Effective policy & planning advice/analysis support corporate decision making process	• Strengthen the School's strategic planning and reporting processes • Strengthen policy integration and capacity
Financial Services	• Produce auditable financial statements.
Human Resources are Managed Effectively and Strategically in Support of Corporate Objectives	• In 2007-08, initiate an integrated staffing process with particular emphasis on recruitment, retention and succession strategies, including employment equity, as well as a healthy workplace environment.

SECTION II – ANALYSIS OF PROGRAM ACTIVITIES BY STRATEGIC OUTCOME

Analysis by Program Activity

The School's priorities for the planning period and its contributions to the achievement of the Strategic Outcome are highlighted in this section. Our support of learning objectives for the Public Service also contributes to the broader achievement of the objectives outlined in Canada's Performance Report [http://www.tbs-sct.gc.ca/report/govrev/05/cp-rc_e.asp].

The PAA has one Strategic Outcome: *Public servants have the common knowledge, and leadership and management competencies required to effectively serve Canada and Canadians.* This Strategic Outcome is supported by Corporate Level Services that ensure effective decision-making is supported through integrated advice and information strategies and the provision of high quality corporate services[1].

The following three program activities contribute to achieving the School's Strategic Outcome:

1. Public servants able to perform in their current job, take on the challenges of the next job in a dynamic, bilingual environment;
2. Public Service has strong leaders delivering results for Canadians; and
3. Public Service organizations innovate to achieve excellence in delivering results for Canadians.

Program Activity: Public servants able to perform in their current job, take on the challenges of the next job in a dynamic, bilingual environment

Financial Resources (in $ thousands):

2007-2008	2008-2009	2009-2010
$60,122	$56,774	$53,983

Human Resources (FTEs):

2007-2008	2008-2009	2009-2010
648	630	630

Providing public servants with learning activities aligned with public service management priorities, contributing to a professional and effective Public Service. This Program Activity is supported by three key sub-activities:

- Strengthen capacity of public servants to meet the employer's knowledge standards;
- Public Sector management and professional foundations are built and sustained through targeted learning; and
- Facilitate official languages capacity.

[1] See Section IV for details regarding corporate services priorities

Each sub-activity is detailed below.

Key Program Sub-Activity: Strengthen capacity of public servants to meet the employer's knowledge standards

Building individual capacity based on consistent standards for learning and performance across the Public Service.

Financial Resources (in $ thousands):

2007-2008	2008-2009	2009-2010
$23,298	$22,508	$19,666

Authority Delegation Training

REQUIRED TRAINING

The outcome of Authority Delegation Training (ADT) is the acquisition of the fundamental knowledge and skills to meet legal requirements, exercise authority delegation competently and, understand corporate policies and priorities. A systematic learning program provides all managers with the mandatory training necessary to execute their delegated authorities for finance, human resources, information management and contracting in the context of the *Federal Accountability Act* and in compliance with the relevant legislation. With ADT, managers at all levels have a clear and valid understanding of roles and responsibilities associated with their management level, as well as their delegated authorities.

Steady state will be achieved during the first year of the planning period. It is anticipated that Authority Delegation Training will be delivered to 5,000 participants each year. The School will be continuously reviewing and incorporating new and revised policies and programs to ensure training continues to reflect the knowledge standards of the employer, particularly in 2007-08 with the final promulgation of the Employer Knowledge Standards (anticipated for summer 2007).

Authority Delegation Assessment

As of January 2007, over 19,000 managers had completed an individual online assessment to validate their knowledge of the employer's knowledge standards in areas of human resources, finance, procurement and information management. Under the *Policy on Learning, Training and Development*, this validation is to be renewed at least once every five years. The School will continue to refine and update the instrument throughout the planning period.

The Campus*direct* Learning Management System is the platform for hosting the on-line Authority Delegation Assessment instrument. As the online campus of the School, Campus*direct* provides public service employees with free access to its 350-plus English and French e-learning products. By using a blended learning approach the School is equipping itself to stay current, cost-effective and relevant.

Orientation to the Public Service Program

The outcome of the Orientation to the Public Service program is to foster a sense of Public Service identity by introducing new employees to a common culture based on a core set of values and ethics, an inclusive workplace and an organizational structure. All new entrants to the Public Service, including senior level entrants from outside the Public Service, will receive a two-day basic orientation.[2]

Orientation sessions were delivered in 2006-07 based on initial design pilots which took place in 2005-06. Various delivery modalities for Orientation are being explored, including blended learning, regional sessions and content design modifications; steady state should be achieved in 2008-09.

Key Program Sub-Activity: Public sector management and professional foundations are built and sustained through targeted learning

Providing functional specialists with the acquisition and maintenance of knowledge, skills and competencies related to their level and functions

Financial Resources (in $ thousands):

2007-2008	2008-2009	2009-2010
$15,029	$12,945	$12,964

Functional communities are identified and strengthened through specialized learning

Professional training aims to ensure public servants in specialized functions such as finance, human resources, information management (IM), procurement, materiel management and real property (PMMRP) acquire the fundamental knowledge and skills needed to perform their job competently. In line with the implementation of the Management Accountability Framework, this will support effective decision-making processes within the work environment. It is anticipated that the School will deliver the bulk of Professional Training initially, but that the role of other accredited partners will steadily increase as programs are established.

Professional foundation courses have already been developed for the IM and PMMRP communities. Learning requirements for the Human Resources and Finance communities will be addressed in 2007-08.

IMPLEMENT THE FUNCTIONAL COMMUNITIES STRATEGY

Priorities for 2007-08 include:

- Continue to work with functional communities as key learning partners;
- Develop customized learning frameworks to respond to functional community requirements;

[2] As stipulated in the Policy on Learning, Training and development, the Orientation to the Public Service program is currently provided only to core Public Service organizations under Schedules I & IV of the FAA and is accessible to Schedule V employees on a cost recovery basis.

- Design, develop and deliver blended learning products that support functional communities development; and
- Provide timely access to required learning products for the management cadre and for functional specialists.
- Ramp up comprehensive training to include an anticipated 15% of functional community managers and functional specialists annually. The achievement of steady state is anticipated in 2008-09 for the IM and PMMRP communities.
- Develop curricula for the Human Resources, Regulatory and Finance functional communities.
- Support the professional development of the Science and Technology, Communication and Sustainable Development functional communities through targeted learning activities in 2007-08.

Key Program Sub-Activity: Facilitate Official Languages capacity

Facilitating a coordinated approach to Official Languages capacity to ensure the Public Service maintains a bilingual capacity, recognizing that a second official language is acquired and maintained through lifelong learning.

Financial Resources (in $ thousands):

2007-2008	2008-2009	2009-2010
$21,795	$21,321	$21,353

A new model for language training

Responding to a clear demand for a more effective model for language training, the Canada School of Public Service is moving forward with the implementation of a new business model for language training.

In keeping with Deputy Ministers' accountability under the *Financial Administration Act* for determining the learning needs in their organizations and with responsibilities under the *Official Languages Act*, the new model is designed to create a more equitable balance of responsibility among the employer, departments and employees and to support a culture of bilingualism in the public service. This model is anchored on the following key elements:

- public servants have greater access to flexible learning approaches and methods;
- bilingualism is acquired through life-long learning and maintained as a legitimate and integral part of workplace culture; and,
- language training is available through quality-assured providers.

To support this approach, the CSPS is shifting its roles to focus on the development of new learning tools and methods to support maintenance of language skills; the provision of learning advice to departments; and quality assurance of private sector learning services; and placing teachers on-site with department to support employees' language learning in their work environment and to promote an active culture of bilingualism in the workplace.

In doing so, the School will become:

- A national, fully integrated organization, with a strong presence in the regions;
- An organization that works in partnership with private language schools, provincial governments, community colleges and universities in order to complement each other's strengths;
- An organization with a strong leadership role in applied research, product development (blended learning), quality assurance, strategic advice and services to departments and agencies; and
- An organization that has migrated from a statutory training strategy to one of lifelong learning.

Major initiatives in 2007-08 include:

- Policies, procedures, standards, evaluation / quality assurance criteria and reporting mechanisms developed in 2006-07 will be implemented and monitored during this first year of implementation of the new model for language training;
- Continue to work with Departments to provide teachers on-site services to contribute to the creation of an environment conducive to building a bilingual workplace and a culture of continuous learning;
- Launch Master Standing Offer for departments, ensure Quality Assurance with pre-qualified service providers and work with Public Works and Government Services Canada (PWGSC) to evaluate the needs and feasibility of regional Standing Offers (where markets warrant);
- Research, adapt, modernize and develop new e-learning products; and
- Application of modern technology approaches and methodologies through pilot classrooms.

In 2007-2008, the School will continue to explore ways to build capacity, improve client relations and create culture change to meet the language learning needs of the Public Service; the achievement of a national steady-state is anticipated by the end of 2009-10.

Program Activity: Public service has strong leaders delivering results for Canadians

Financial Resources (in $ thousands):

2007-2008	2008-2009	2009-2010
$11,588	$11,426	$11,422

Human Resources (FTEs):

2007-2008	2008-2009	2009-2010
137	141	141

Renewing the Public Service by building strong leadership competencies for existing and emerging managers.

Three distinct sub-activities support this Program Activity:

- Learning opportunities are accessible to enable public servants to become better leaders;
- Systemic development of high potential public servants; and
- Developing leaders with stronger contextual knowledge.

Following below are details on each of these three sub-activities.

Key Program Sub-Activity: Learning opportunities are accessible to enable public servants to become better leaders

Ensuring that current and future leaders have the leadership competencies to deliver results and lead change.

Financial Resources (in $ thousands):

2007-2008	2008-2009	2009-2010
$4,881	$4,824	$4,823

Leadership development programs

The outcome of this program area is to equip Public Service leaders with stronger competencies in the four key dimensions of leadership needed to enable the government to deliver results (Empowered Individuals, Developed Organizations, Strong Networks and Connected and Aligned Organizations). The School will provide managers, executives and senior leaders with the tools and opportunities to develop, share and apply the knowledge, know-how and leadership qualities needed to be effective public sector leaders in a global context.

During the three year planning period, major priorities are to:

- Conclude a diagnostique process to determine the learning needs of future leaders in the Public Service; develop and pilot courses and other learning opportunities to fill identified gaps;
- Develop and diffuse a leadership framework for the Public Service;
- Develop and implement new assessment tools (e.g. 360 feedback) that provide various learning programs to senior leaders (i.e. Deputy Ministers, Heads of Federal Agencies, ADMs) including introductory and orientation programs, events, seminars and intensive leadership development programming;
- Review and enhance existing courses to ensure they meet learners' needs based on the diagnostique, contribute to the new leadership framework and attain the highest standards of excellence in leadership development, taking into account best practices elsewhere; and

- Implement Master Standing Offers to facilitate the provision of leadership development programs and services by accredited high quality suppliers selected through competitive processes.

Key Program Sub-Activity: Systemic development of high potential public servants

Providing structured and comprehensive career development learning programs to high potential public servants that support succession planning at the corporate and government-wide level.

Financial Resources (in $ thousands):

2007-2008	2008-2009	2009-2010
$3,217	$3,180	$3,178

The outcome of this program area is to better equip the Public Service's leaders with the requisite skills and competencies needed to deliver results for Canadians. Leadership development programs for managers provide a suite of foundational, strategy-specific and leading change courses that provide flexibility to meet individual needs.

During the planning period, major priorities related to the systemic development of high potential public servants will be to:

- Pursue the development of a Leadership Foundations for Supervisors Program in 2007-08 to develop supervisors to become effective at the intermediate level; refine and fully implement in 2008-09;
- Deliver the educational components of the Management Trainee Program (MTP), Career Assignment Program (CAP) and Accelerated Executive Development Program (AEXDP);
- Deliver Direxion and Living Leadership: The Executive Excellence Program; and
- Pursue the development of an advanced leadership program to develop high-potential EX-02s and EX-03s and prepare them to occupy top positions.

Key Program Sub-Activity: Developing leaders with stronger contextual knowledge

Providing organizations and their leaders with leading-edge knowledge on trends and issues of strategic importance to the Public Service, with smart practices in public management and innovative solutions to common management problems, and encouraging the adoption and application of this knowledge in the pursuit of excellence.

Financial Resources (in $ thousands):

2007-2008	2008-2009	2009-2010
$3,490	$3,422	$3,421

Individuals have a greater understanding of broader public service management and global context

The outcome of this program area is that public sector leaders have a greater understanding of public sector management issues and the global context.

Activities during the planning period include:

- Develop and implement several seminar series for leaders and senior leaders that deepens their understanding of key public service issues;
- Participate in the design, development, delivery and evaluation of the pilot course, *How Washington Really Works;*
- Leverage relationships with institutions in other countries to expand high quality leadership development for Canadian leaders that builds their global awareness (includes Federal Executive Institute in the Unites States, National School of Government in the UK and institutions within Sweden and Ireland).

Program Activity: Public service organizations innovate to achieve excellence in delivering results for Canadians

Financial Resources (in $ thousands):

2007-2008	2008-2009	2009-2010
$15,158	$16,380	$16,279

Human Resources (FTEs):

2007-2008	2008-2009	2009-2010
155	169	169

Enhance the performance and effectiveness of the Public Service by documenting and transferring innovations and best practices in public management.

The above Program Activity is supported by two key sub-activities:

- Enhance capacity of organization; and
- Knowledge on innovative management practices and current issues is transferred.

These sub-activities are described below.

Key Program Sub-Activity: Enhance capacity of organizations

Providing a focal point for engaging organizations in aligning their learning agenda with departmental priorities in order to improve their performance.

Financial Resources (in $ thousands):

2007-2008	2008-2009	2009-2010
$6,924	$8,146	$8,036

Departmental client relations

The outcome of this program area is to achieve excellence in delivering results for Canadians by providing departments and agencies with a single window into the School to assist them in:

- Identifying their organizations' learning needs; and
- Accessing the full range of the School's expertise and programming to meet those needs.

Account executives provide a single window to the School for departments and agencies. They engage senior leaders in organizations and coordinate the provision of in-depth advice and hands-on support using the full range of expertise in the School. Working with the School's regional directors across the country, account executives build relations with departments and agencies to:

- Better understand their business and learning needs, and provide information on the full range of the School's services and programming;
- Assist departments and agencies to identify their learning needs;
- Connect departments and agencies with common learning needs to facilitate the sharing and development of learning solutions and sharing of best practices;
- Provide integrated learning solutions to departments and agencies by coordinating expertise and advice from program areas across the School; and
- Support departments and agencies in meeting the requirements of the Policy on Learning, Training and Development.

BUILD RELATIONSHIPS WITH DEPARTMENTS & AGENCIES

Priorities for the planning period include:

- Strengthen existing relationships with departments and agencies;
- Continue to provide support to departments and agencies in meeting the requirements of the Policy on Learning, Training and Development;
- Work with departments and agencies to identify their organization's learning objectives and needs in order to best align the School's programming with departmental and government-wide learning needs; and
- Work with departments and agencies on a case-by-case basis to support their learning needs, in collaboration with the program areas within the School.

Effectiveness of organizations in strengthened

The outcome of this program area is to provide senior leaders and executives with expert advice and support on how to best use organizational learning and development to move forward on the modern management agenda. This program strengthens the School's overall capacity to deliver on its mandate to implement organizational leadership and innovative public sector management through the building of closer working relationships on key issues and practices related to organizational transformation.

- In 2007-08, the School will continue to work with targeted departments that are undergoing transformation. The business model for the program will be refined and additional tools used for engagements with management teams. In addition, the program area will work closely with its Portfolio partners to identify and adopt a change leadership model;
- On-going assessment of effectiveness of the Strategic Change Group business model and adaptation of the selection of tools and methods for use in a public sector environment that will contribute to the development of leadership competencies; and
- In 2009-10 the program area will conduct an evaluation and validation of its business model as well as its selection of tools and methods.

Key Program Sub-Activity: Knowledge on innovative management practices and current issues is transferred

The domestic and global environments are scanned, important trends and issues in public management are analyzed and awareness and understanding of them is built in the Public Service.

Financial Resources (in $ thousands):

2007-2008	2008-2009	2009-2010
$8,234	$8,234	$8,243

Ensuring greater understanding of emerging issues and supporting the adoption of innovative practices

The outcomes of this sub activity are to align the School's offerings with public service priorities; to transfer and support the adoption of innovative management practices; and to increase the understanding of current and emerging issues in public management that may impact the role of the government. This sub activity contributes to developing an understanding around key management issues and best practices and transform this knowledge throughout the public service making use of the School' learning mechanisms.

Key activities during the planning period include:

- Work with public servants, networks of academics and partner organizations to scan public sector management issues and best practices;
- Determine top priority and emerging issues in the public service to address management challenges through learning activities and events (e.g. conferences, seminars, armchair

discussions, calendar courses) and develop and execute a research agenda that includes diffusing results; and,

- Realign the School's university-related initiatives in order to strengthen capacities with School and government priorities. This work includes helping the School to identify and transfer knowledge on emerging issues and smart practices in public management. In 2008-09 these will become steady state activities.

SECTION III – SUPPLEMENTARY INFORMATION

Organizational Information

The School is a departmental corporation whose legislative mandate flows from the *Canada School of Public Service Act* (the former *CCMD Act*, as amended by the *Public Service Modernization Act*).

Organization and Accountability

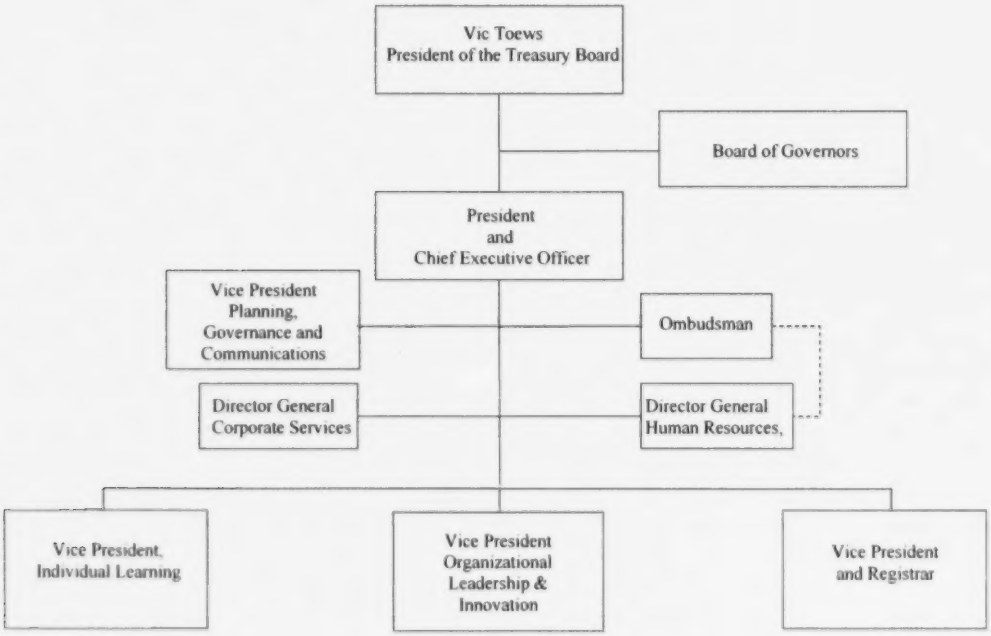
The School's Strategic Outcome - Public servants have the common knowledge, and leadership and management competencies required to effectively serve Canada and Canadians - is supported by three program activities:

- Public servants able to perform in their current job, take on the challenges of the next job in a dynamic, bilingual environment
- Public Service has strong leaders delivering results for Canadians; and
- Public Service innovates to achieve excellence in delivering results for Canadians.

The School's organizational structure is closely aligned with the Program Activity Architecture and includes

- Three major operational sectors – Individual Learning, Organizational Leadership & Innovation and the Registrar; and
- Four administrative focal points – Planning, Governance & Communications, Corporate Services, Human Resources and the Ombudsperson.

The figure below highlights the elements of the organization.



Responsibility

Individual Learning	▪ Functional Communities, (Design and Development, and Certification Programs) ▪ Leadership and career development for managers program ▪ Professional and Management Development ▪ Language Training ▪ Blended Learning
Organizational Leadership and Innovation	▪ Innovation in Public Management ▪ Leadership Development Programs and Design ▪ Senior Leaders Program ▪ Advanced Leadership Program ▪ Strategic Organizational Change, International ▪ Visiting and Academic Fellows
Registrar	▪ Registration ▪ Evaluation ▪ Departmental Client Relations ▪ Regional Operations
Planning, Governance & Communications	▪ Strategic Policy and Planning ▪ Market Analysis ▪ Corporate Communications and Promotion ▪ Governance ▪ Public Service Orientation ▪ Conferences and Special Events
Corporate Services	▪ Information Management and Technology ▪ Financial Management ▪ Administration
Human Resources	▪ Strategic HR Planning and Programs ▪ Labour – Management Relations ▪ HR Operations ▪ Ombudsman

Governance

The School has implemented a systematic governance model. It includes

- A **Board of Governors** that is established in legislation and is responsible for the conduct and management of the School; chaired by the Clerk of the Privy Council and Secretary to Cabinet, the Board of Governors meets at least twice during each fiscal year;
- The position of **President** which is also established in legislation; the President is the chief executive officer of the School and is responsible for supervision over and direction of the work and staff of the School;

- An **Executive Committee** which normally meets weekly to oversee the general direction and work of the School;
- A **Policy Committee** which focuses on the coordination and harmonization of policy issues within the School – including policy issues that are associated with the range and effectiveness of the School's programming;
- An **Internal Audit and Evaluation Committee** to oversee the application of the School's Internal Audit and Evaluation policies. The Committee is responsible for establishing the annual internal audit and evaluation plans, overseeing all internal audit and evaluation work within the School and providing advice and recommendations to Executive Committee on the results of audits and evaluations and the appropriate follow-up action;
- A **Management Committee** to assist with the operations of the School. The Committee meets periodically to inform managers of the Board's decisions on strategic directions and priorities and to provide a forum for the discussion of progress in implementing priorities; and
- A **Human Resources Committee** responsible for the review of proposed staffing strategies and, in accordance with School policies, recommend for approval by the President various HR requests. The Committee advises the Executive Committee on emerging issues and trends with respect to human resources strategies within the School.

Operational Flexibilities

The School's most significant flexibilities, as a departmental corporation, are

- Revenue Respending Authority – 18(2)

  Subject to any condition imposed by the Treasury Board, the revenue from fees received by the School in a fiscal year through the conduct of its operations may be spent by the School for its purposes in that, or the next, fiscal year;

- Staffing Authority – 15(2)

  Despite subsection (1), the President may, on behalf of the School, appoint and employ teaching and research staff and may, with the approval of the Treasury Board, establish the terms and conditions of their employment, including their remuneration; and

- Intellectual Property Management Authority – 18(1)

  The Board may, with the approval of the Treasury Board, prescribe the fees or the manner of determining the fees – (b) to be charged by the School when selling, licensing the use of or otherwise making available any copyright, trade-mark or other similar property right held, controlled or administered by the School.

For additional information see http://www.csps-efpc.gc.ca/about/gov_struc_e.html

Departmental links to the Government of Canada Outcomes

2007-2008					
	Budgetary ($ thousands)				
	Operating	Contributions and Other Transfer Payments	Total Main Estimates	Adjustments (planned spending not in Main Estimates)	Total Planned Spending
Strategic Outcome: Public Servants have the common knowledge and leadership and management competencies required to effectively serve Canada and Canadians					
Public Servants able to perform in their current job, take on the challenges of the next job in a dynamic, bilingual environment	59,910		59,910	212	**60,122**
Public Service has strong leaders delivering results for Canadians	11,551		11,551	37	**11,588**
Public Service organizations innovate to achieve excellence in delivering results for Canadians	14,754	375	15,129	29	**15,158**
Total	**88,215**	**375**	**86,590**	**278**	**86,868**

All Program Activities support all Government of Canada outcomes.

Table 1: Departmental Planned Spending Table and Full-time Equivalents

($ thousands)	Forecast Spending 2006-2007	Planned Spending 2007-2008	Planned Spending 2008-2009	Planned Spending 2009-2010
Develop, Manage, Disseminate Knowledge Products	16,949			
Manage the Provision of Learning Services	94,236			
Public Servants Able to Perform in their Current Job, Take on the Challenges of the Next Job in a Dynamic, Bilingual Environment		**59,910**	56,774	53,983
Public Service has Strong Leaders Delivering Results for Canadians		**11,551**	11,426	11,422
Public Service Organizations Innovate to Achieve Excellence in Delivering Results for Canadians		**15,129**	16,380	16,279
Total Budgetary Main Estimates (note 1)	**111,185**	**86,590**	**84,580**	**81,684**
Adjustments:				
Supplementary Estimates				
Operating budget carry forward	1,749			
Less: Funds Available within the Departments				
2005 Expenditure Review Committee Savings – Procurement	-410			
2006 Expenditure Restraint	-1,600			
Other Adjustments				
Revenue carry forward	9,875			
Increase to the forecast of respendable revenue	5,971			
Compensation for collective agreements	549			
Management Agenda reduction (Budget 2006)	-1,651			
Frozen EBP and Accommodation charges (note 2)	-1,281			
Funding for Internal Audit		**278**		
Total Adjustments	**13,202**	**278**	**0**	**0**
Total Planned Spending	**124,387**	**86,868**	**84,580**	**81,684**

Total Planned Spending	124,387	**86,868**	84,580	81,684
Less: Revenue Credited to the Consolidated Revenue Fund pursuant to Section 29.1 (1) of the Financial Administration Act (note 3)	25,971	**20,000**	20,000	20,000
Plus: Cost of services received without charge (note 4)	12,404	**13,604**	14,103	14,547
Total Departmental Spending	**110,820**	**80,472**	**78,683**	**76,231**

Full-time Equivalents (note 5)	930	**940**	940	940

(1) Adjustments have been made to the Program Activity Architecture (PAA) for the Canada School of Public Service beginning in 2007-2008 due to a change in focus of its mandate. As a result, the program activity Develop, Manage, Disseminate Knowledge Products and the program activity Manage the Provision of Learning Services have been replaced with three new program activities to better reflect the business model of the School.

(2) Establishment of a frozen allotment related to the realignment of funding for the TB submission on Reduction of the waiting list for official languages training.

(3) This amount can be spent only upon earning the equivalent amount in revenue.

(4) Includes the following services received without charge: accommodation charges (Public Works and Government Services Canada); and Contributions covering employer's share of employees' insurance premiums and expenditures (Treasury Board Secretariat).

(5) Full-time equivalents reflect the human resources that the Department uses to deliver its programs and services. This amount is based on a calculation that considers full-time, term, casual employment and other factors such as job sharing.

Table 2: Voted and Statutory Items listed in Main Estimates ($ thousands)

Vote or Statutory Item	Truncated Vote or Statutory Wording	2007-2008 Main Estimates	2006-2007 Main Estimates
1	Operating expenditures	**60,281**	84,641
(S)	Spending of Revenues pursuant to sub-section 18(2) of the *Canada School of Public Service Act*	**20,000**	20,000
(S)	Contributions to employee benefit plans	**6,309**	6,544
	Total Department	**86,509**	**111,185**

* The decrease in the program expenditures vote is mainly due to: the end of funding for the Reduction in the Waiting List for Official Languages training; reduction related to the 2006 Expenditure Restraint Initiative; and a reduction in funding for Implementation of Public Service Learning in support of the modern management agenda.

Table 3: Services Received Without Charge

($ thousands)	2007-2008
Accommodation provided by Public Works and Government Services Canada	10,000
Contributions covering employers' share of employees' insurance premiums and expenditures paid by Treasury Board of Canada Secretariat	3,604
Total 2007-2008 Services received without charge	**13,604**

Table 4: Summary of Capital Spending by Program Activity

($ thousands)	Forecast Spending 2006-2007	Planned Spending 2007-2008	Planned Spending 2008-2009	Planned Spending 2009-2010
Develop, Manage, Disseminate Knowledge Products	269			
Manage the Provision of Learning Services	1,078			
Public Servants Able to Perform in their Current Job, Take on the Challenges of the Next Job in a Dynamic, Bilingual Environment		594	555	521
Public Service has Strong Leaders Delivering Results for Canadians		64	60	56
Public Service Organizations Innovate to Achieve Excellence in Delivering Results for Canadians		144	135	127
Total	**1,347**	**802**	**750**	**704**

Table 5: Sources of Respendable and Non-Respendable Revenue

Respendable Revenue pursuant to Section 29.1(1) of the *Financial Administration Act*

($ thousands)	**Forecast Revenue 2006-2007**	**Planned Revenue 2007-2008**	**Planned Revenue 2008-2009**	**Planned Revenue 2009-2010**
Develop, Manage, Disseminate Knowledge Products	5,194			
Manage the Provision of Learning Services	20,777			
Public Servants Able to Perform in their Current Job, Take on the Challenges of the Next Job in a Dynamic, Bilingual Environment		**10,233**	10,233	10,233
Public Service has Strong Leaders Delivering Results for Canadians		**4,731**	4,731	4,731
Public Service Organizations Innovate to Achieve Excellence in Delivering Results for Canadians		**5,036**	5,036	5,036
Total Respendable Revenue	**25,971**	**20,000**	**20,000**	**20,000**

Table 6: Resource Requirement by Branch or Sector

($ thousands)	**Public Servants Able to Perform in their Current Job, Take on the Challenges of the Next Job in a Dynamic, Bilingual Environment**	**Public Service has Strong Leaders Delivering Results for Canadians**	**Public Service Organizations Innovate to Achieve Excellence in Delivering Results for Canadians**	**Total Planned Spending**
President's Office	226	25	55	**306**
Corporate Services	7,299	811	1,780	**9,890**
Human Resources	1,334	149	325	**1,808**
Planning, Governance & Communications	1,147	127	4,586	**5,860**
Individual Learning	31,870	847	2,476	**35,193**
Organizational Leadership & Innovation	711	9,380	5,391	**15,482**
Registrar	17,535	249	545	**18,329**
Total	**60,122**	**11,588**	**15,158**	**86,868**

Table 7: User Fees

Name of User Fee	Fee Type	Fee Setting Authority	Reason for Fee Introduction or Amendment	Effective date of planned change to take effect	Planned Consultation and Review process
Fees charged for the processing of access requests filed under the *Access to Information Act* (ATIA)	Other products and services (O)	*Access to Information Act*	Fees charged for the processing of access requests filed under the *Access to Information Act* (ATIA)	N/A	N/A

Table 8: Details on Project Spending

($ thousands)	Current Estimated Total Cost	Forecast Spending to March 31, 2007	Planned Spending 2007–2008	Planned Spending 2008–2009	Planned Spending 2009–2010	Future Years' Spending Requirement
Public Servants Able to Perform in their Current Job, Take on the Challenges of the Next Job in a Dynamic, Bilingual Environment						
1570 – Registration and Learner Management System						
Registration Systems Project – PPA	972	972				
Registration Systems Project - EPA	4,408		**2,704**	1,704		

For further information on the above-mentioned projects see http://www.tbs-sct.gc.ca/est-pre/estime.asp

Table 9: Internal Audits and Evaluations

1. Name of Internal Audit/Evaluation	2. Audit Type/Evaluation Type	3. Status	4. Expected Completion Date	5. Electronic Link to Report
Audit of Procurement Activities	Procurement and contracting activities	Ongoing	Spring 2007	N/A
6. Electronic Link to Internal Audit and Evaluation Plan: N/A				

SECTION IV – OTHER ITEMS OF INTEREST

Program Activity: Corporate Services

Effective decision making supported through integrated advice and information strategies and the provision of high quality corporate services.

Financial Resources (in $thousands):

Corporate Services	2007-2008	2008-2009	2009-2010
Corporate Management	1,860	1,744	1,689
Corporate Administration	9,890	9,275	8,983
Human Resources	1,808	1,696	1,643
Registrar	**3,029**	**2,841**	**2,751**
Total: Corporate Services	**$16,587**	**$15,556**	**$15,066**

Corporate Services (FTEs):

2007-2008	2008-2009	2009-2010
228	224	224

To successfully position the School to deliver on the Treasury Board Policy on Learning, Training and Development, the School is strengthening corporate infrastructure and investing in its human resource capacity. These actions will help to ensure the School can design learning programs aligned with public service priorities and provide high-quality learning activities and services.

The successful implementation of systems, processes and infrastructure to support the School's operations is a focal point for Corporate Services activities. Highlighted below are the details of the results to be achieved during the planning period for by Program Sub-Activity.

Corporate governance enables the School to meet its strategic objectives

A fifteen-member Board of Governors with public sector and private sector representation is responsible for the conduct and management of the School's affairs. A key priority for the Board in 2007-08 will be developing a meeting cycle that is closely integrated with the School's planning and reporting cycles. This in turn will support a renewed role for the Board of Governors, in which Board members have the opportunity to challenge the School's priorities and strategic directions, to hold the School accountable for its performance and results achieved, and to help shape the School's future with cutting-edge ideas and best practices drawn from business, academia, and the private sector.

Effective policy & planning advice/analysis support corporate decision making process

The School will continue to strengthen its strategic planning function during the planning period. It will support a renewed strategic planning framework and coordinate the processes and

reporting requirements which support the framework. This initiative will be facilitated by the implementation of an integrated business planning process for 2007-08 and future years. Focus on corporate priorities and horizontal coordination will allow for strengthened policy integration and cohesion across program areas. The School will continue to enhance its strategic capacity to meet its mandate and ensure effective corporate-level results-based management of relations and horizontal coordination with portfolio partners.

Effective communications and marketing support the School agenda

The School's communications and business marketing function ensures that the School's key directions and priorities are effectively communicated and that the School's products and services are effectively marketed. Key activities for the planning period will be:

- To implement a market and learner analysis strategy to provide better information about the School's clientele and gain a better understanding of client needs and learning trends. This will include contributing to work that is being undertaken to develop a client relationship management system for the School.
- To implement an integrated, client-centred, marketing strategy, which is built on better knowledge of market needs and learning trends. This will include the development of a promotions framework and initiation of improvements to the School's key interfaces, such as the web site, kiosk program and course catalogue.
- To improve internal communications within the School in order to ensure effective information flows. This will include the effective use of existing communications vehicles and the development of new vehicles, as required, to ensure that employees have access to the information they need to effectively carry out their responsibilities.

Registration and learner reporting

A robust registration and integrated learner management system is needed to support the registration of learners, data analysis, and management reporting identified in the Policy on Learning, Training and Development. The School will continue to work towards accessing funding for this system, including finalizing complete detailed plans and acquiring a system during the planning period.

The Registration and learning reporting group will continue its ongoing activities:

- Provide systematic organizational monitoring and reporting on learning, training and development achievements (e.g.: participation levels, offerings) and strategic business information.
- To comply with the Policy on Learning, Training and Development, provide reports to central agencies, deputy heads and School management on the Orientation to the Public Service program, including participation levels and learner feedback, on Authority Delegation Training and Assessment, including participation levels, learner feedback and assessment results, as well as on specific training for designated functional groups.

In addition to the ongoing registration and reporting activities, specific priorities for the planning period include:

- Completion of initial planning for an Integrated Learner Management System to support the new business model of the School.
- In 2007-08, completion of detailed planning with the Effective Project Approval justification process (pending Preliminary Project Approval (PPA) in 2006-2007.)
- Upon PAA and EPA approval, procure registration & learner management system in 2007-2008, and implement the system in 2008-09.

Learning Evaluation & Quality Assurance

Enhance the relevance, quality and performance of the School's learning, training and leadership programs and services through a rigorous program of evaluations, performance measures and quality assessments consistent with policy and accountability requirements as well as the School's' priorities.

Activities for the planning period include

- In 2007-08, continue to refine our learning evaluation procedures, assure that learner feedback is used to improve the programs and conduct studies to ascertain the degree to which students have been able to transfer their knowledge gained to their workplaces (Quality Assessment System);
- In 2007-08, implement strong quality assessment standards for the School's learning initiatives contributing in the creation of an inventory of School learning products which meet Public Service learning needs and quality assessment standards;
- In 2007-08, develop performance measures for large scale learning programs and initiatives; implement the School evaluation plan.

Integrated Regional Services

The Canada School of Public Service is a national school, delivering learning products and services across the country. The School's regional offices build relationships with Regional Federal Councils and regional operations of departments and agencies to support the learning needs of federal regional operations and enhance the presence and effective delivery of the range of the School's programming across the country.

During the planning period, the Regional Secretariat will continue to support regional delivery by:

- Providing leadership, direction and support to Regional Directors;
- Coordinating information flow and ensuring full integration of regional dimensions into corporate decisions, including policies, priorities and programming.

High quality corporate services and advice enables the School to meet its strategic objectives

To fulfill its essential responsibilities in this environment of growth, change and accountability Corporate Services must continue to respond to the needs of the School for essential back office services (finance, information technology and administrative services) as well as support and guide the School in its commitment to being a model of modern best practices in the for managing of all aspects of its programs. In an organization that is becoming increasingly connected through complex networks and systems with other organizations, responding horizontally to the needs of the School and others has become more complex.

Delivery of this higher level of performance requires organizational excellence, integrated services, better customer knowledge along with effective alignment of human resources strategies and management accountability. Corporate Services will continue to focus on seamless, responsive and timely service delivery of support of the School's management operational objectives in accordance with Government of Canada standards. These form the basis for Corporate Services' strategic objectives over this planning period.

Priorities for the planning period include:

- Support the Government of Canada's and the School's movement towards centrally managed service delivery models.
- Prepare CSPS for the preparation and publication of departmental level audited financial statements.
- Continue with the development, testing and implementation of a Financial Control Framework in support of effective internal controls and audit activities.
- Provide leadership, transition support and implementation of CASS initiatives in synchronization with Government of Canada timing of rollout. Represent CSPS to ensure the optimum implementation of strategies and business activities to best meet the needs of the organization within the shared services environment.
- Following the development of a Corporate Risk Profile in 2006-07, Corporate Services will continue to evergreen the results and required actions and ensure mitigation strategies are implemented.
- Continue to improve efficiency and effectiveness of departmental decision making through the introduction of financial management decision support tools, processes and resources.
- Develop processes within CSPS and implement the Shared Travel Services Initiative (STSI).
- Develop long term accommodation requirements with PWGSC to explore options for consolidation of School campuses in National Capital Region and maximize the use of existing space inventory.
- Perform an assessment of the Library Services mandate and service delivery model within the School to establish better program linkages, and leverage available technologies.

Major functions in support of the School's corporate services priorities within the various sectors are as follows:

Financial Services

- During the planning period, integrate business planning, reporting, monitoring, control and compliance, quality assurance and enhance advisory capacity of Financial Services along with strengthening management accountability.
- Implement Corporate Administrative Shared Services and strengthen Finance / Process Management decision support capabilities and financial controls. Negotiate and implement the decentralization of the financial system to the managers' desktop in efforts to enhance processing activities within the School.
- Continue with the development of pricing and costing methodologies, tools and processes and establish standardized corporate methods of costing in support of pricing decisions, in line with the Treasury Board Secretariat's polices and guidelines.
- Continue to improve efficiency and effectiveness through the introduction of financial management decision support tools, processes; fulfil control and oversight responsibilities.
- Implement Financial Management and Internal Control plan in compliance with government accountability measures and policies; support the implementation of the internal control and procedures; and implement audit readiness recommendations, all in support of the preparation and publication of departmental level audited financial statements.

Information Management and Technology

- Deliver high level of performance organizational excellence, integrated services, better customer knowledge and effective alignment with the human resources strategy to respond to the needs and requirements of an increasingly connected environment, complex networks and systems.
- Continue with the planning, development and support for the migration to the PWGSC led Information Technology Shared Services Organization, which includes server hosting, service desk and infrastructure support, selection and installment of tools and implementation of staff training – all in support to the School's Information Management Strategy.
- Update the IM/IT Strategic and Investment Plan to ensure the School's effective IM management and to ensure IM reflects its current business processes, protection and effective management of corporate information.
- Support the implementation of the new Integrated Learner Management System.

Administrative Services

- Maintain an appropriate balance between growth, efficient management of facilities and operational continuity.
- Following the adoption of a School Business Continuity Policy in 2006-07, implement a business continuity initiative to support the Policy as well as other government priorities stemming from the Canadian Influenza Pandemic Response Plan and the Departmental Security Policy.
- Validate the National Accommodation Plan for the School, in an effort to establish the forecasted accommodation needs of the School for a five-year period. Rationalize facility requirements and the ability of administrative services to respond to new demands in a timely and effective manner.

Human Resources are managed effectively and strategically in support of corporate objectives

Human Resources are a focal point for the School in providing an effective HR policy framework and state of the art human resources services.

Important initiatives for 2007-08 include:

- By building upon the School's experience in 2006-07 with collective processes, implement a renewed and streamlined collective process to obtain and retain critical talent for the School's career streams through professional development programs. The collective processes will allow for a more targeted staffing process to recruit a bilingual and representative workforce including, 2007-08;
- Set the framework for developing a participatory and informal climate and culture at the School where employees feel included in the operations of the School and understand the Schools strategic direction; develop a climate, culture and management mind-set that supports work-life balance and wellness, 2007-08;
- Revitalize HR operations and provide the skills and tools for HR Advisors to efficiently and effectively provide service to managers, 2007-08;
- Review, develop and implement a new classification process based on a broad banded approach in support of the streamlined collective processes; and
- Initiate a CSPS HR Plan that is aligned and linked to the School's Business Plans with particular emphasis on recruitment/retention strategies; succession strategies, and a healthy workplace environment.

Internal conflict resolution

- In 2007-08 provide corporate leadership in the development, direction, coordination and implementation of a CSPS framework in partnership with Human Resources.
- Design, develop and implement ICMS related communication strategies and establish an ICMS working unit.

Audits are used to improve departmental policies, programs and management

The School will continue to develop a renewed approach to internal audit that is: compliant with the new Treasury Board policy on internal audit; consistent with its new business model; and supportive of the Board of Governor's revitalized role. Based on the corporate risk profile, a risk-based internal audit plan will be developed and will be used to strengthen our internal audit capacity.

Other References:

The following provide useful links to the School's website as well as important documents/publications.

Selected Websites	
Canada School Public Service	http://www.csps-efpc.gc.ca
Treasury Board Secretariat	http://www.tbs-sct.gc.ca
Public Service Commission	http://www.psc-cfp.gc.ca
Public Service Human Resources Management Agency	http://www.hrma-agrh.gc.ca/

Selected Documents – Building Blocks of a Modern Public Service	
Treasury Board Policy on Learning, Training and Development	http://www.tbs-sct.gc.ca/pubs_pol/hrpubs/TB_856/ltd-afp_e.asp
Values & Ethics Code	http://www.tbs-sct.gc.ca/pubs_pol/hrpubs/TB_851/vec-cve_e.asp
Action Plan for Official Languages	http://www.pco-bcp.gc.ca/aia/default.asp?Language=E&page=actionplan
Management Accountability Framework	http://www.tbs-sct.gc.ca/maf-crg/index_e.asp
Guidance for Deputy Ministers	http://www.pco-bcp.gc.ca/default.asp?Page=Publications&Language=E&doc=gdm-gsm/gdm-gsm_doc_e.htm
Public Service Modernization Act	http://www.psmod-modfp.gc.ca/initiatives/psma-lmfp_e.asp